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ABSTRACT

Scheduled for January 5-10, 1969, in Newark, New Jersey, this national training program is designed for 27 trainers community action workers from Office of Economic Opportunity funded multipurpose and urban training centers. Program content and objectives have been outlined for the following sessions: introduction (1 1/2 hours); establishing a learning climate (2 1/2 hours); the trainer's role in the learning process (six hours); determining training needs (six hours); design and curriculum development (seven hours); how to evaluate training programs (three hours). In the evaluative followup after completion of training, participants will be asked to design a staff development workshop. (The document includes the program schedule.) (LY)

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TRAIN-THE-TRAINERS

CURRICULUM

TASK FORCE ON TRAINING AND

TECHNICAL ASSISTANCE

new jersey
community action training institute

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TRAIN-THE-TRAINERS

CURRICULUM

TASK FORCE ON TRAINING AND

TECHNICAL ASSISTANCE

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Under a grant from the:

Office of Economic Opportunity
Community Action Program
Office of Training and Technical Assistance
Thomas F. Broden, Chief

BACKGROUND

This program is designed to provide training for trainers from OEO funded Multi-Purpose and Urban Training Centers. The design and implementation of this program is the responsibility of the New Jersey Community Action Training Institute.

The Institute is a private non-profit corporation, funded by OEO to provide training services to anti-poverty workers in New Jersey and New York City. Since 1965, the Institute was developed and conducted more than 100 different programs including: CAA staff and Boards, neighborhood council members, new careerists, middle managers and trainers. In July 1968, the Institute was funded by OEO to provide training and technical assistance to the multi-purpose and urban training centers in each of the seven regions. This project is called the Task Force on Training And Technical Assistance.

Throughout the last four years one of the central purposes of multi-purpose and urban training centers, has been to provide training for anti-poverty workers in community action agencies. Another purpose is to continually train staff while simultaneously training CAA workers. However, the innovative nature of the CAA's and the amount of training demands has limited most training centers in both time and resources to accomplish staff training. While these centers have developed particular techniques and training methods to deal with training in their area, the need for staff training remains.

This was just one of the general problems recognized

by OEO, when the Task Force was created. Other problems in this area include: the lack of communication and the lack of ideas being exchanged. Training centers in the past had established a haphazard and ineffective means for the exchange of ideas and experiences. Yet, when exchanges do occur the results are valuable. In this area each center can make a contribution, from their experiences, to other centers.

Given these general problems when the Task Force was created, the staff set out to determine the specific needs of each center by carrying out the following steps in the development of the program.

STEP ONE

In August, 1968, informational letters were sent to the training centers. The project director then made a series of field visits to each center, to meet with the training director and his staff to discuss the project. Information on how the center was organized and training the center was responsible for, was also gotten.

STEP TWO

Based on information collected in the field visits, requests to select two trainers were sent to each training center director. The potential participants were then asked to fill out a survey questionnaire about his work and training needs. Because of the training demand on each center, only two people from each center were requested.

STEP THREE

The third step was to draft a program design, to start training in January, 1969. The content of this training was determined by the survey of participants on site field visits, the project staff, outside consultants and other Institute trainers.

TRAINEES

The training group will consist of 27 people from multi-purpose training centers, CAA's and urban training centers throughout the country.

The participants were selected on the basis of limited experience (3 mos to one year) and experience (1 yr to 2 or 3). In those regions without training centers (i.e. Region II) the Regional Training Coordinator was asked to select candidates for the program.

TRAINEES PARTICIPATING REPRESENT:

No. of Participants	Agency	City & State	Designation
3	ABCD	Boston, Mass	UTC
4	WCATI	Seven Western States	MPTC
1	Univ. Oklahoma	Norman, Oklahoma	MPTC
3	Atlanta Univ.	Atlanta, Georgia	MPTC
3	Human Development Corp.	St. Louis, Missouri	UTC
3	EYOA	Los Angeles, Calif.	UTC
2	TAAP	Detroit, Michigan	UTC
1	Economic Oppor. Commission	Pismo Beach, Calif.	CAA
2	Virginia Com. Action Trg	Charlottesville, Va.	CAA

No. of Participants	Agency	City & State	Designation
1	Cambria County Com. Action Council	Johnstown, Pa.	CAA
1	Kentucky Inst. for Com. Development, Inc.	Lexington, Kentucky	CAA
1	Sencland Com. Action, Inc.	Whiteville, N.C.	CAA
2	N.J. CATI	Jersey City, N.J.	MPTC

TRAINING APPROACH

Basically the approach will be 5 1/2 days of classroom training, including practical exercises designed to apply basic adult learning principles. Small group discussions will be used to emphasize group participation, and simulate conditions similar to ones found in their work situation. Through this involvement, the participants will be asked to test out their behavior, recognize their strengths and weaknesses and receive useful and direct feedback. Other training techniques included in the program are: buzz groups, lecture, role playing, one to one consultation, triads and micro labs, workshops, discussion stimulators.

Materials collected from a variety of sources will be distributed throughout the program.

SITE

The program will be held January 5, 6, 7, 8, 9, 10 at the Hotel Robert Treat in Newark. Training for this group of 27 trainees will be held 7 hours a day or a total of 189 man-days.

FOLLOW-UP

Follow-up will be conducted after the completion of this training. The participants will be asked to design a staff development workshop utilizing this phase of training. Once the workshops are established Institute staff will be called upon to serve as their consultant resources. This approach will enable the Institute staff to:

1. Evaluate, learning experiences the trainees received from Phase I; and
2. Re-assess needs and plan for Phase II

TRAINING ASSUMPTION

The general goal of this program is to help the trainees to become more effective and efficient in their jobs as trainers. In order for the program to be effective and accomplish this general goal the following eight assumptions will have to be tested:

1. The program must involve the trainee in the learning process.
2. It must be closely related to actual job experiences and therefore provide "transferability" to those experiences.
3. It must be carefully pre-planned to make the fullest possible use of each training minute.
4. It must be supported within each training organization on a long range basis.
5. It must be interesting enough to motivate the trainee.
6. It must be focused primarily on increasing the ability and confidence of the trainee rather than the ability and confidence of the consultant/trainer.
7. It must be accompanied by an effective follow-up program, within each training organization, allowing the trainees to

receive immediate and useful feedback as to his success in implementing learning experience.

8. It must be evaluated in terms of its ability to bring about change in behavior as well as change in knowledge.

The objectives for the total program are spelled out in a session by session breakdown in the curriculum section.

PROGRAM DEVELOPMENT STEPS

1. Assignment received
2. Letters mailed to training centers
3. Field visits made to training centers
4. Surveys mailed to prospective candidates
5. Survey's returned
6. Survey's and field visit data compiled
7. Objectives set
8. Curriculum and budget drafted
9. Curriculum and budget approved
10. Consultants hired
11. Materials developed
12. Site selected
13. Training initiated
14. Training completed (Phase I)
15. Evaluation drafted
16. Evaluation approved
17. Phase I completed

EVALUATION METHODS

A. Session/Trainer Questionnaire

A form to elicit the trainees comments as to the effectiveness of the trainer and session will be handed out at the end of each session.

B. Opinion & Attitude Questionnaire

A form distributed at the end of the program eliciting the trainees opinions on the total program.

C. Open-Ended Written Evaluation

At the end of the program the trainees will write an open-ended evaluation of the program. Questions utilized in this method will be developed by the trainees on their session on evaluating training programs.

D. Trainers Observations

Institute staff will continually observe the program for the entire week. Their observations will be intergrated into the final evaluation.

E. Consultant Observations

Consultant/trainers used in the program will be asked to submit a written evaluation of their observations about the program and the trainees.

CURRICULUM

INTRODUCTION

DAY: Sunday, January 5, 1969

TIME: 1 1/2 hour

OBJECTIVES:

CONTENT:

A brief overview of the program, its objectives, schedule and evaluation procedures. Supplemented with an explanation of the materials, reading assignments and an introduction of the participants.

SESSION: ESTABLISHING A LEARNING CLIMATE

DAY: Sunday, January 5, 1969

TIME: 2 1/2 hours

OBJECTIVES:

to build a supportive learning climate where participants are free to share problems, grow, change and learn.

to identify expectations for the coming week.

CONTENT:

This session focuses on establishing a learning climate in a training situation and examining expectations of the trainees about the coming week. In their opening presentation the trainer will outline the importance of establishing a learning climate, and the issues involved (i.e. risk, trust and openness) Following their presentation the group building micro-lab will be used to demonstrate how to build a learning climate. The trainees will be divided into eight trios. Selection will be made on the basis of differences (i.e. select 2 people who are different than you) The trios will discuss their differences for 10 minutes. Following the discussions the eight trios will form into four groups of six per group. Each of these groups will discuss what they've learned from their participation in the trios. After 15 minutes the total group will re-assemble and examine their learnings. The trainers will summarize this exercise by introducing the theory of group development and its relationship to establishing a learning

climate.

In the second half of this session the trainees will be divided into two groups. The room is arranged in two circles. Group A sits in the inner circle and discusses their expectations about the coming week and group B sits in the outer circle and observes. The trainers will record the expectations on newsprint. After 15 minutes the groups reverse roles and the process is continued. Following this exercise the trainers will sit in the inner circle and discuss what has happened thus far, its implications for the program. The trainees will observe this discussion.

The session concludes with a discussion of the exercises and their use in building a supportive learning climate.

SESSION: ROLE OF THE TRAINER IN THE LEARNING PROCESS

DAY: Monday, January 6, 1969

TIME: 6 hours

OBJECTIVES:

to understand the basic principles of learning as they apply to adults.

to identify at least four basic steps in the learning process.

to differentiate between the role of teacher and the role of trainer in the learning process.

to practice how to pull learnings from a group, helping the group learn from its' experience.

CONTENT:

The focus of this session is on the learning process and the role of the trainer in the learning process. In a short presentation the trainer outlines the basic principles of learning, emphasizing how adults learn. Following their presentation the trainees will be divided into four groups. Each group will discuss two questions:

1. What helped you learn?
2. What new insights or new experiences have you had over the past year, that helped your learning?

In each group the consultant/trainer will serve as discussion leaders. After a 20 minute discussion the groups will re-convene and a spokesman from each group will report on their groups discussion. The consultant/trainer will critique the exercise and introduce additional theory on the "ladder of learning".

The second half of this session will focus on the role of the trainer in the learning process. In a small group

exercise the trainees will be introduced to the EIAG theory. In each of the small groups the trainees will take turns participating as a chairman and a trainer. In the chairman's role the trainees will lead a seven minute discussion on questions pre-determined by the consultant/trainer. In the trainers' role the trainees will observe the discussion and then help the group identify their learnings. The consultant/trainer observes the entire process and helps the group identify learnings as they apply to the Role of the Trainer. The entire afternoon is spent in this small group exercise. The purpose of this exercise is to help the trainees identify their role as trainees in the learning process.

SESSION: DETERMINING TRAINING NEEDS

DAY: Tuesday, January 7, 1969

TIME: 6 hours

OBJECTIVES:

to understand the importance of data collection and entry when determining a groups training needs.

to examine various methods for assessing training needs.

to practice methods of assessing training needs.

CONTENT:

A lecturette, group discussion and small group exercises focusing on the importance of determining training needs. The session begins with the trainer outlining the necessity for data collection in determining training needs. Following his presentation the trainees will be divided into four small groups. Each group will be given a question and asked to "brainstorm" a checklist of responses. Questions considered are:

Group I.	What are the barriers to determining training needs?
Group II.	What methods or techniques do you use when determining training needs?
Group III.	What areas does a trainer look for when determining training needs?
Group IV.	Why is it important to determine training needs?

Following this exercise the groups re-assemble and critique each checklist. From this critique the group will develop a strategy for assessing training needs.

In the second half of the session the trainees will go back into their small groups. Each group will prepare a design for assessing the other group's needs:

Group I will assess group II's needs

Group II will assess group III's needs

Group III will assess group IV's needs

Group IV will assess group V's needs

Each design has to consider the following:

1. The method the group will utilize to determine training needs.
2. Entry - How they will handle entry problems.
3. Group resources - How will he utilize our group?
4. Criteria for establishing training priorities

Following the planning session the groups will test their designs on each other. After the exercise, the groups will evaluate the data collected, select 3 training priorities and report back to the group whose needs they assessed. The trainers will move from group to group observing the process.

In summary, the session concludes with the trainers helping the groups' identify learnings in terms of what helps or hinders a trainer when determining training needs.

SESSION: DESIGN AND CURRICULUM DEVELOPMENT

DAY: Wednesday, January 8, 1969

TIME: 7 hours

OBJECTIVES:

to understand the principles of design and curriculum development.

to identify six factors of design

to develop a training design by using four of the six factors.

to practice and re-practice designing training events

CONTENT:

The focus of this session is on the basic principles of designing a training event. In his opening presentation the trainer will outline six principles basic to designing a training event. Each principle will be discussed in detail. Following his presentation the trainees will be divided into four groups. Each group will be asked to design a 1 1/2 hour training event utilizing at least four of the six principles of design. The design will be recorded on newsprint and a spokesman from each group will present their designs to the total group. The critique will be based on the following factors:

a. What additions, clarifications or subtractions are needed.

b. Is the goals measurable

c. How realistic is the design given the time allocation

The afternoon session will be spent in small group workshops practicing and re-practicing designs. The trainers will

move from group to group providing assistance to the groups as needed.

The session concludes with a general critique of the day's experience.

SESSION: TRAINING TECHNIQUES & IMPLEMENTATION

DAY: Thursday, January 9, 1969

TIME: 7 hours

OBJECTIVES:

to utilize the various training techniques the trainees identify.

to apply at least two techniques.

to develop a training design and demonstrate their uses.

CONTENT:

This session will emphasize one of the trainees central task - understanding training techniques and their usage. In the opening segment of the session the trainees will be asked to "brainstorm" various techniques they utilize in their work situation. The list will be recorded on newsprint. The trainers, using this list, will then discuss each technique explaining their purposes, when they are to be used and how to use them. Following the explanation the trainees, divided into small groups, will be asked to:

1. select two techniques
2. design a session utilizing the techniques, and
3. present their designs to the total group demonstrating the techniques selected.

The trainers will observe these simulations and critique their usage with the total group, emphasizing how they were used, and their appropriateness relative to the training design.

The afternoon session will be spent examining and testing various "warm-up" techniques used by a trainer to gain entry into a training group.

The session will be summarized by re-examining the use of training techniques as facilitating devices in groups.

SESSION: HOW TO EVALUATE TRAINING PROGRAMS

DAY: Friday, January 10, 1969

TIME: 3 hours

OBJECTIVES:

to understand the purpose of evaluation

to identify at least 5 methods for evaluating training.

to develop an evaluation questionnaire for the evaluation of this program.

CONTENT:

A "How to do it" session focusing on the various methods to evaluate training programs. The session begins with the trainer presenting five different methods to evaluate training programs. Those methods presented include:

1. Written Achievement test
2. Opinion/Attitude Surveys
3. Questionnaire to Trainees
4. Questionnaire to Supervisors
5. Observation of Instruction

The trainees will then list the purpose of evaluating training programs and discuss additional methods as they apply to the purpose. Following the discussion the trainees will be divided into two groups. Each group will be given the task of developing a list of evaluation questions for evaluating this program. The lists are recorded on newsprint and reported on when the total group reconvenes. The total group, after establishing criteria for judging effective questions, will

then select six questions from this list.

The group will use these questions to evaluate the program.

NATIONAL TRAIN-THE-TRAINERS PROGRAM

JANUARY 5th, Thru JANUARY 10, 1969

ROBERT TREAT HOTEL, NEWARK, NEW JERSEY

SCHEDULE

Sunday, January 5, 1969

5:00 - 6:00 ----------Registration

6:00 - 7:30 ----------Dinner

7:30 - 8:00 ----------Introduction & Welcoming Remarks

Al Fleming
Barry Passett

8:00 -10:30 ----------"Why Are We Here?"

Glenn Parker
Billie Alban

Monday, January 6, 1969

7:00 - 9:00 ----------Breakfast

9:00 - (All day session begins) ----------"The Role of the Trainer In the Learning Process"

Billie Alban
Lucille Thomas
Ron Vander Schaaf
Neal Munch

12:00 - 1:30 ----------Lunch

1:30 - 5:30 ----------Afternoon session

5:30 - 7:30 ----------Dinner

7:30 -10:00 ----------Evening session

Tuesday, January 7, 1969

7:00 - 9:00 ----------Breakfast

9:00 - (All day session begins) ---------- "Determining Training Needs"

Billie Alban
Al Fleming

12:00 - 1:30 ----------Lunch

1:30 - 5:30 ----------Afternoon session

5:30 - 7:30 ----------Dinner

7:30 -10:00 ----------Evening session

Wednesday, January 8, 1969

7:00 - 9:00 ----------Breakfast

9:00 - (All day session begins) ----------"Design and Curriculum Development"

George Peabody
Al Fleming

12:00 - 1:30 ----------Lunch

1:30 - 5:30 ----------Afternoon session

5:30 - 7:30 ----------Dinner

7:30 -10:00 ----------Evening session

Thursday, January 9, 1969

7:00 - 9:00 ----------Breakfast

9:00 - (All day session begins) ----------"Implementation and Training Techniques"

Billie Alban
Joel Cohen
Bob Soroka

12:00 - 1:30 ----------Lunch

1:30 - 5:30 ----------Afternoon session

5:30 - 7:30 ----------Dinner

7:30 -10:00 ----------Evening session

Friday, January 10, 1969

7:00 - 9:00 ----------Breakfast

9:00 - (Half-day session) ----------"How to Evaluate Training Programs"

Al Fleming

12:00 - 1:30 ----------Lunch

1:30 - (Begin second half-day session) ---- OPEN SESSION

George Peabody
Al Fleming
Billie Alban

5:30 - 7:30 ----------Dinner

7:30 -10:00 ----------Group Evaluation of
Phase I of the
"Train The Trainers Program"

Albert R. Fleming
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community action training institute

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